

# **Read to Achieve Round 1 and Round 2 Only**

## **Technical Assistance Questions and Answers**

### **Q1. Can several schools within the same district apply together for a “Kentucky Read to Achieve Grant”?**

- A. Yes, as stated in the RTA Request for Proposal—Public schools that enroll primary students may apply individually or with other schools (consortium). Remember, if three schools apply, as a consortium the end result is an “all or nothing” outcome. Either all three schools are funded or none are funded. The proposal must have:
- assurances (fiscal agent, superintendent, principal, and school council),
  - letters of commitment forms, if applicable,
  - project abstract,
  - action component forms, if applicable,
  - school budget summary form,
  - detailed school budget narrative explaining expenditures on summer form and
  - a timeline of grant activities for each school.

The specific information for each school within the consortium must be submitted within the 20 page Narrative Description.

### **Q2. Who or what can serve as a “fiscal agent” for a school(s) that may receive funded proposals?**

- A. The fiscal agent must be a local school district or entity (e.g. Co-op, university) eligible to enter into a Memorandum of Agreement with the Kentucky Department of Education.

### **Q3. What if the superintendent is not available to sign off on a grant proposal?**

- A. The superintendent’s assigned designee could sign off on the grant.

### **Q4. What happens if the school site-based council is not available to sign off on a grant proposal?**

- A. The RFP states, due to the narrow time line for proposals, that schools/districts have until 4:00 PM EST, August 31 to submit the SBDM council assurances page.

**Q5. If several schools write a proposal together how is funding determined and can more funds be budgeted for one school than the other?**

A. If funded each school within the proposal will receive \$70,000, for example if 3 schools participated in the proposal each school would receive \$70,000. The fiscal agent would receive an award notice of \$210,000 however the total amount must be distributed equally with each school receiving \$70,000.

**Q6. If several schools in one district are applying as a consortium, do all names appear on the cover sheet?**

A. Yes, all school names should appear on the cover page.

**Q7. What kinds of activities and services are permissible for the highly trained intervention teacher?**

A. The important thing to remember about this grant program is that it is intended to fund only activities associated with providing reading diagnosis and intervention services to struggling readers. While the highly trained intervention teacher will be spending time working with identified students one on one or in small groups, it is also reasonable to expect that this person might provide information about effective intervention strategies to other teachers in order to build capacity. It is imperative that the focus of all the work of the highly trained intervention teacher be on reading intervention the targeted students. It would not be appropriate, for example, for this person to provide school-wide PD on effective reading strategies without a focus on the selected reading intervention for struggling readers. If this person is working with teachers in the classroom for job-embedded PD, the topic must always be reading diagnosis and intervention for struggling readers.

**Q8. In a multi-school proposal, do you need an “Action Component” and “Budget” for each school?**

A. Yes, there must be a budget for each school and an action component, if applicable for each school.

**Q9. Will funding be reduced in future years?**

- A. Any future funding will be contingent on the availability of funds appropriated by the General Assembly. Renewal for the subsequent year will depend on successful implementation of program components, demonstrated student progress, as well as availability of future funds.

**Q10. Can a proposal be submitted without an electronic copy?**

- A. No Because of the short time line one electronic copy on CD or floppy disc is required.

**Q11. What is the difference between the School Budget Summary Form and the Detailed School Budget Narrative?**

- A. On the School Budget Summary Form grant writers will write the amount, the expenditure and a brief explanation of that expenditure on the form. They will then indicate that this expenditure is coming from grant funds or matching funds. The Detailed School Budget Narrative, which is a separate component that should be submitted on a separate page, it will elaborate on exactly what each expenditure is, what it costs, and what it will be used for.

**Q12. What is the funding window for this grant year?**

- A. The MOA effective date is anticipated to be September 1, 2005 and funds will be eligible for use from this date until June 30, 2006.

**Q13. Is it too late to submit a Letter of Intent?**

- A. No. The Letters of Intent are a way to let KDE know how many reviewers will be needed to score the grants. Please send us a Letter of Intent, if you have not done so. The Letter of Intent is located on page 18 of the Request for Proposal.

**Q14. Who is eligible to apply?**

- A. All elementary schools that have primary age students and do not have a Reading First grant are eligible to apply. Schools DO NOT have to meet a certain free and reduced lunch percentage or low academic index in reading in order to apply.

**Q15. Must a school provide matching funds?**

- A. While a match is required, there is not a certain percentage. The school determines the amount of the match. Schools need to have enough funds, including the match, to successfully implement the chosen intervention.

**Q16. For what period of time should the budget form reflect?**

- A. The budget should reflect planning for a period of one year. The budget summary page (pg.20 of the RFP) should read 2005-2006.

**Q17. Can the intervention program target only a certain grade level?**

- A. Yes. Some intervention programs target specific age students. If this type of intervention were chosen, then the school would need to include a plan to address the needs of struggling readers in other areas of the primary program.

**Q18. Does a school council have to allocate some of its section 6 money for the grant or can all of the match be taken from other sources?**

- A. School councils must contribute to the match. Where they take the match from is up to the council.

**Q19. Could a school hire more than one highly qualified primary teacher in this grant?**

- A. Schools can hire more than one highly qualified teacher for the grant. Any personnel hired must directly work with the intervention program that is funded.

**Q20. Are there specific qualifications for the highly qualified teacher?**

- A. The teacher(s) hired using grant funds must be a certified primary teacher. A certified primary teacher that has been selected to serve as the highly qualified intervention teacher will receive intensive professional development in the intervention program selected by the school. While these are the minimum qualifications for the highly qualified teacher, remember that this is a competitive grant program. Reviewers will be looking for high quality proposals that indicate the extent to which the intervention teacher will be prepared to provide intensive reading intervention to struggling readers.

**Q21. Can a district or school hire a reading coach to build capacity in schools across the district?**

- A. Districts and schools cannot hire a reading coach to build capacity in schools across the district using RTA grant funds. Any staff hired using grant funds must spend their time exclusively on the intervention model, and not whole school reading programs or effective reading strategies for all students. This could be done and used as matching funds.

**Q22. Could a highly qualified teacher serve more than one school?**

- A. Yes. If schools were small, it would be conceivable that an intervention teacher may be shared between two schools.

**Q23. Will all teachers in primary be expected to implement the intervention strategies?**

- A. The intervention program that is chosen will determine who would implement the intervention to students. Professional development for the whole primary staff focused on how the intervention model selected blends with the core reading program at the regular classroom level would be an appropriate example of PD teachers might need.

**Q24. Is there a certain percentage of students that must be served through the Read to Achieve Grant?**

- A. No. Schools are responsible for identifying the population of struggling readers to be served. This should be done through data analysis. While this grant cannot be used to fund a program for the entire primary program population, schools must serve struggling readers across all levels of the primary. It would not be appropriate to identify all of the students in the primary program as being in need of intervention in order to use grant funds to implement a school-wide reading program for all students.

**Q25. Can indirect costs be charged to the grant?**

- A. No. The state regulation allows for direct costs only.

**Q26. Does the GRADE assessment need to be administered two times to all primary students or just the primary students targeted by the RTA grant?**

- A. The GRADE assessment will be administered to all primary students.

**Q27. If schools apply jointly, will the grant funds be divided?**

- A. Each funded school will receive 170,000.

**Q28. Can a district of six schools apply together or does there need to be three different two-school applications?**

- A. All six can apply together. Either all schools will be funded or none of the schools will be funded. The grant application will be treated as one application on behalf of the six schools.

**Q29. In Part 1 of the RFP criteria, if the school does not use one particular model/program, is it OK to just describe how the elements of reading are currently taught?**

- A. Yes.

**Q30. Can schools use grants funds to pay a stipend for someone to collect and report data?**

- A. No. Schools may not use grant funds to pay someone to collect and report data. This could be used as matching funds.

**Q31. Can charts and graphs be single-spaced?**

- A. Yes. Charts and graphs may be single-spaced. The font must be 12 point or greater. Bulleted lists can be single spaced within the grant.

**Q32. May grant funds be used to pay for the intervention teacher's benefits?**

- A. Yes. Grant funds may be used to pay for the intervention teacher's benefits such as FICA, state and local taxes . . .  
A district can decide to pay the benefits and use that total as matching funds.

**Q33. May we include an appendix?**

- A. Yes. Districts may include an appendix so that reviewers can reference items. However, a reviewer is NOT REQUIRED to read anything in the appendices.

**Q34. Who needs to sign a Letter of Commitment?**

- A. Letters of Commitment must be completed by anyone that is donating money or materials and not under the direct control of the school or school district.